

The Impact of BellXcel Summer and Afterschool

bellxcel.org

The BellXcel Impact

BellXcel is a nationally-recognized leader in summer and afterschool education. For over 25 years BellXcel has been committed to excellence in out-of-school-time education, yielding significant results for youth, their parents, and educators. Through a culture of continuous improvement, BellXcel strives to learn more about what works to ensure that our programs evolve to meet the needs of scholars, partners, and communities.

BellXcel has built a robust evidence-base through rigorous internal and third-party evaluations that is aligned with **Every Student Succeeds Act (ESSA)** evidence standards. Taken together, this evidence-base illuminates the power and potential of BellXcel-powered summer and afterschool programs to narrow the achievement gap, increase school engagement, develop stronger educators, and meet family and community needs.

Externally-Validated to Meet ESSA Evidence Standards

Third-party reviews confirm that BellXcel Summer and Afterschool meet ESSA evidence standards.



BellXcel Summer: The RAND Corporation's independent review of summer programs nationwide confirms BellXcel meets the highest levels of evidence – one of only 43 summer programs in the U.S. with that distinction.

BellXcel Afterschool: Independent review conducted by Research for Action found that BellXcel meets the highest levels of evidence – one of only 16 academically-focused programs nationwide.

Evidence of Scholar Success

Rigorous internal and external third-party evaluations confirm that BellXcel's summer and afterschool models have strong, positive impacts on the academic and social emotional skills of scholars:

- **Provide continued academic progress during the summer months.** Scholars on average experience 2 months of academic gains in literacy and 2.5 months in math during the summer months. ^{1,2}
- Improve performance on school-year standardized assessments. Scholars perform higher on fall administered national standardized tests* such as Dibels, NWEA MAP, and iReady. ^{3,4,5,9}
- Improve performance on spring school-year achievement tests. Scholars perform higher* on end-of-grade math achievement tests. ^{6,7}
- Improve school year attendance. Scholars who participate in BellXcel's summer model have higher fall school attendance than their peers*.^{27,8}
- **Reduce school year behavioral referrals.** Scholars who participate in BellXcel's summer model have fewer school year behavioral referrals. ^{2,8}
- Improve school year academic performance among student sub-groups. Scholars in key subgroups gain literacy and math skills and/or perform higher on school year assessments*:
 - Pre-kindergarten
 - Elementary grades K–4
 - Middle school grades 5–8
 - Special education needs
- Hispanic/Latino students
- Dual language learners
- Students receiving free and reduced price meals 3,4,5,8,9,10
- Increase engagement and interest in learning. Scholars who participate in BellXcel's summer model enter the school year with improved attitudes toward learning and increased eagerness to learn.¹ Additionally, scholars* watch fewer hours of television and play fewer hours of video games.⁹
- Strengthen key social emotional skills. Scholars experience growth in key social emotional competencies such as growth mindset and self-confidence.¹

Evidence of Family Engagement

BellXcel's summer and afterschool solutions are intentionally designed to engage families in their child's learning and have been shown to:

• Increase family engagement in child's learning. Parents/guardians increase their involvement in their child's education, including reading more frequently* to their children at home and encouraging their child to read. ^{1,9}

Evidence of Improved Educator Practice

Educators participate in BellXcel's professional development while gaining real world learning experiences through ongoing coaching and reflection that positively impacts their school-year teaching.

BellXcel's professional development has been shown to positively impact teacher practice:

- Enhance school year teacher practices and confidence. Educators start the school year with new and enhanced approaches to teaching and increased confidence implementing new practices, particularly in the areas of growth mindset and positive behavior management. ^{11,12}
- Increase energy and passion for teaching. Educators start the school year with increased energy and passion for teaching. ^{10, 11}

Evidence of Program Quality & Implementation

A key factor influencing strong positive findings for scholars, families, and educators is comprehensive staff professional development and high-quality program implementation.

Internal quality assurance and external third-party studies confirm that BellXcel's model is:

- Implemented with high quality and strong idelity according to national standards. BellXcel's summer model is implemented with strong fidelity and with high quality relative to national program quality standards developed by the RAND Corporation and National Summer Learning Association (NSLA). ^{2, 5, 13}
- Implementing strong and comprehensive staff. BellXcel's professional development model and activities are recognized for strengthening staff professional skills and supporting educator growth. ^{5, 10, 11}





One University Avenue, Suite 201A Westwood, MA 21209 617.282.1567 bellxcel.org

Citations

- 1. BellXcel. (2018). 2018 National Summer Learning Report.
- Waters, T., Fleming, D., Gregory, K., Peyton, R., Stevens, K. (May 2019). An Evaluation of the BellXcel Summer Program: Final Evaluation Report. Riley Institute at Furman University.
- **3.** Baltimore City Public Schools. (January 2017). 2016 Summer Learning Evaluation. Presentation to the Teaching and Learning Committee of the Baltimore City Board of School Commissioners.
- Baltimore City Public Schools. (January 2018) 2017 Summer Learning Evaluation and 2018 Summer Learning Plan. Presentation to the Teaching and Learning Committee of the Baltimore City Board of School Commissioners.
- Cooper-Martin, E., Wade, J. (January 2017). Evaluation of the Building Educated Leaders for Life (BELL) Summer Learning Program in Montgomery County Schools. Montgomery (MD) County Public School: Office of Shared Accountability.
- Cooper, T. M. (2007). The effects of supplemental educational services on student achievement (Doctoral dissertation, Boston College). Retrieved from ProQuest Dissertations and Theses Database (UMI No. 3262811)
- Kim, D., Campbell, A., Chu, R. (February 2017). Project LIFT Year Four Evaluation: Partner Analysis and Fact Sheets (BELL Summer Fact Sheet). Research for Action (RFA).
- 8. Waters, T., Culclasure, B., Fleming, D., Gregory, K. (2018). An Evaluation of the BELL Summer Program: Executive Summary of Interim Impact Results. Riley Institute at Furman University.
- Chaplin, D., Capizzano, J. (August 2006). Impacts of a Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL). Urban Institute.
- Gomez, C., Cannon, J., Whitaker, A., Karoly, L. (2017). Big Lift Participation and School Entry Indicators: Findings from the 2016-2017 Kindergarten Class. RAND Corporation.
- **11.** Bellwether Education Partners. (June 2017). *Summer as an Accelerator for Teacher Professional Growth.*
- 12. BellXcel. (2018). Results from an Internal Teacher Professional Development Survey.
- Somers, M-A., Welbeck, R., Grossman, J.B., Gooden, S. (March 2015). An Analysis of the Effects of an Academic Summer Program for Middle School Students. MDRC.

